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ABSTRACT

The Management Profile is an appraisal measure that examines the actual job performance of a manager to ascertain relative strength in six management functions and three leadership roles. The management functions examined are administration, technical competence, influence/control, persuasion, training/development, and forecasting/planning. The leadership roles examined are: evaluator, director, and motivator. This study examined relationships between two measures: the Perceived Performance Inventory (PPI) and the videotaped interview. The PPI looked at perceptions of six skill areas that were largely parallel to the six functions examined by the videotaped interview. The PPI identified the perceptions that different audiences have of an administrator's summarized performance. The videotaped assessment examined specific performances in specified areas and assigned ratings to them. Appended are (1) 10 references; (2) a management profile; and (3) eight data tables. (SI)

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Administrator Performance Evaluation: A Comparison of Two Measures in the Management Profile

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Introduction

The second wave of national and state education reforms are focusing on the training/development of school administrators. Accompanying the development of management training requirements is the requirement that each administrator be evaluated to determine his/her fitness to manage a school or an entire district. In Texas, the state is required by the 1984 school reforms to develop a system and set of criteria to evaluate administrators. The system will be similar to a teacher evaluation process that has been used for the past two years. Moreover, each administrator will be required by 1989 to have a personal growth plan for professional development. While the laws have been passed to evaluate administrator performance, valid and reliable means to help assure effective evaluation are not in place. The problems inherent in personnel performance assessment are those of validity, reliability and bias (Stufflebeam, 1988). Beyond these problems is the competence of the evaluator and the assumption upon which the evaluations are based. The fact is that rater bias is embedded in personnel evaluations - - any personnel evaluation has inherent value judgments associated with it (Lin & Dunbar, 1986). Perhaps, the greatest flaw in managerial performance assessment in business

and industry and in education is the weak link to the job itself. A job analysis is necessary for showing the job-relatedness of all performance appraisal methods and is the basis for the performance standards fed back to employees (Nathan & Cascio, 1986).

In spite of most school districts' claims that they perform administrator evaluation, only 28% indicated that actual levels of acceptable performance had been specified for particular standards (Duke & Stiggins, 1985). Moreover, Redfern, (1986) confirms that even though school districts use job specific performance objectives as part of their administrator evaluation system, conventional procedures are still widely used and evaluation results are still recorded using simple checklists, scales, and descriptive assessments. He also observed that in most cases that administrator's immediate superior is the only evaluator. Sokol and Ovesick (1986) cite the existence of similar problems in managerial performance appraisal in all organizations.

Thus, the researchers in developing and actually using the two methods in the Management Profile faced the same problems: (1) How to determine what the performance actually was, that is the measurement problem; and (2) How to determine what the standards should be, that is, the criterion problem. To address the measurement and criterion problems inherent in administrator performance appraisal the researchers developed an administrator evaluation strategy (ie., The Management Profile). The Profile

could be categorized as a type of "behavior events interview" (Flanagan, 1954).

Background on the Management Profile

The Management Profile is a comprehensive strategy for:

1. Diagnosing how effective school administrators are likely to be in fulfilling the various functions and roles associated with the management of schools; and
2. Establishing individualized plans for professional development based upon this diagnosis.

The Management Profile was developed by David A. Erlandson at the Texas A&M University Principals' Center and is based on the earlier work of Lyle F. Schoenfeldt of the College of Business Administration at Texas A&M University. This work developed an integrated appraisal measure that examines the actual job performance of a manager to ascertain relative strength in six management functions and three leadership roles. These six management functions and three leadership roles are as follows:

1. Administration
2. Technical competence
   a. operations
   b. instruction
3. Influence/Control
4. Persuasion
5. Training/Development
   a. evaluation of staff strength and weaknesses
   b. provision for professional growth

6. Forecasting/Planning

Leadership roles

1. Evaluator

2. Director

3. Motivator

These functions and roles are derived from the goals of school organization. The Profile provides data for the selection, placement, and retention of school administrators; however, it appears to be most useful as a guide for professional development. The data are gathered in a 30 minute video taped interview. In this interview the administrator is asked to describe specifically what he/she does on the job in response to a variety of questions. The interviewer continues to probe until a fairly clear and detailed picture emerges of administrator behavior in reference to the six functions and three roles of management/leadership that are identified by the Management Profile (see Table 1). These functions and roles are taken from the work of Schoenfeldt (Erlandson, 1988) and represent a synthesis of the literature on managerial behavior dating back to Fayol's work in 1916. It needs to be carefully noted that the managerial functions and roles do not appear in isolation but are interrelated. Functions are those activities that the manager performs in pursuit of the organization's mission. Roles reflect the relational modes used by the manager to perform functions. In other words, functions are fulfilled as the manager relates to the organization through various roles. Similarly, roles are

never seen in isolation; they are always exercised in pursuit of one or more functions. If we note that "the principal prescribes a schedule of training sessions on mastery learning for her teachers," she is using the Director role to execute the Training/Development function. This interrelation is visually described by the matrix in Figure 1.

The Management Profile has been extensively tested and has been applied to the operations of school administrators in a variety of school settings. It has been recognized as exceeding Texas requirements for the general management training of school administrators. Technical assistance is available to school districts that would like to use it with their school administrators or to individual administrators who would like to strengthen their management and leadership skills.

Unlike simulation exercises it focuses on actual job performance or "behavior events," not on hypothetical situations. Although it does take a considerable amount of time to train the evaluator and conduct the interviews, it is not nearly so labor intensive as either an assessment center or "shadowing" an administrator to gather performance data.

The Management Profile assumes that professional development is the primary responsibility of the individual professional and that this individual must be in control of it. In the application of the Management Profile analysts and colleagues may assist the professional in clarifying and focusing data on job performance, but the final decision on using this data to improve

future job performance must be in the hands of the professional. The opportunity and ability of a person to reflect on and benefit from performance are distinguishing marks of a professional.

During the 1987-1988 academic year the Management Profile was introduced into a large suburban school district by John R. Hoyle of the Department of Educational Administration at Texas A&M University. In this district the Management Profile was first applied to the Superintendent, the Deputy and Area Superintendents, and the Executive Directors in the Central Office. Then it was introduced to principals and other administrators throughout the district. Also, in working with the administrators in this district, Hoyle introduced the Perceived Performance Inventory (PPI) to obtain the perceptions of the administrator and the administrator's subordinates, superiors, and peers on how well management functions were being performed. Respondents indicate how the perceived performance of the administrator relates to personal leadership attributes and the six managerial functions. The items were drawn from the definitions of the six functions and from the related competencies and skills in the American Association of School Administrators preparation guidelines (Hoyle 1983, 1985). Data obtained from the PPI are used by the appraiser as a supplement to the confidential report which is the basis for a professional growth plan for each appraisee. The appraiser must remember that the data from the PPI unlike those obtained from the videotaped interview, are not linked to specific job performance.

Nevertheless, the data do reflect important pieces of the environment in which the job is performed and, therefore can furnish important guides for future action. The PPI's record of how the administrator's performance was perceived was designed to enrich the videotaped interview's record of what the administrator was doing on the job. (A copy of the SCANTRON form used with the PPI is attached to this paper as an appendix.)

A Comparison of Two Measures

As a perusal of the SCANTRON form reveals, the PPI looks at perceptions of six skill areas that are largely parallel to the six functions examined by the videotaped interview. It also adds a third skill area, Personal Leadership Attributes, that is not explicitly measured by the interview. It does not examine the roles since it was considered that their interaction with the functions would be more difficult to extract on a measure of perceptions.

However, even in terms of the six parallel areas there are strong reasons to believe that different elements are being measured. The interview examines what an administrator says he/she does in response to a particular situation. The interviewer elicits detailed descriptions to illuminate this response. The response is then normed in terms of how efficacious this response is judged to be in comparison with a total range of possible responses. The PPI, on the other hand, does not look at specific behavior but at summaries of behavior. (For example: "Demonstrates ability to use two-way communication

skills between the school and the community.") Also, the PPI reflects on how effective this summary of the administrator's behavior is perceived to be in comparison to the performance of others in a more limited arena. Furthermore, the PPI reflects how the respondent is related to the administrator being judged and is, therefore, likely to be considerably affected by the limits of that contact and the distortions it causes.

This is not to say that the perceptions recorded by the PPI are unimportant. Perceptions by one's superordinate, peers, and subordinates are an important part of the context in which the administrator must function. Use of both the interview and the PPI has demonstrated that both measures reveal useful insights in shaping development plans for administrators. The interview probably gives a more precise picture of what the administrator does and how well he/she performs in the various skill areas; the PPI has provided many valuable insights on the best way to proceed toward professional development in a particular organizational context. Each is seen as an important tool in providing the administrator with a base for development.

This study examines the data obtained from the videotaped interview and the PPI for thirteen central office administrators and thirteen principals in a single school district in Texas. Scores in each skill area for each group were aggregated and examined for differences between the two groups. Correlations between the perceptions of self and others on the PPI are presented, as well as correlations between the interview data and

the PPI perceptions of self and others. These correlations are shown for each group of administrators in each parallel skill area. Also, these correlations are shown for each administrator across the skill areas.

Findings

Tables 2 and 3 (for central office administrators and principals respectively) reveal the ratings assigned by a team of trained assessors to the performance of these administrators in each of the functions and roles of the Management Profile as they were revealed in the videotaped interviews. A quick glance at these tables reveals that the scores tend to be very high on the 1 to 7 scale. This immediately raises the question as to whether this many administrators can be this good. Because of this question these scores were checked independently by a larger number of assessors than is usually used. The answer to this question is that they are indeed that good. It needs to be kept in mind that these are not random samples of administrators but fairly elite groups who have been carefully selected and developed by a suburban school district that has consistently maintained excellence in all its activities. The career paths that have led to these positions are quite competitive. Comparisons of the videotaped interviews with those taken from a statewide random sample, even by individuals who have not been trained as assessors, make it clear that these indeed are superior groups of administrators. Only one individual in either of these groups (Subject P1) was in the low or low average ranges

of performance.

The principals, in aggregate, showed slightly but consistently lower scores than did the central office administrators. (This is true even after adjusting for the low scores of the one principal.) The difference is not significant, because of the small differences and samples, but it may reflect the fact that a majority of the central office administrators had been promoted from the principalship and had had broader and longer administrative experience.

Tables 4 and 5 (for central office administrators and principals respectively) reveal the perceptions, recorded on the PPI, of performance by the administrator him/herself and by others. The "others" score for each administrator represents the aggregation of perceptions by the subordinates, peers, and the administrator's superordinate. These aggregated scores for the skill areas assessed by the PPI are shown for each administrator, and the means, ranges, and standard deviations of the group's scores are shown on the bottom lines.

A perusal of these tables reveals several items of interest. Once again the scores are very high. Even Subject P1, whose videotaped interview suggested much lower performance, looks much better on the PPI, particularly on the ratings by others. A second item is that the scores of the two groups are very similar. This is somewhat in contrast to the slightly lower scores of the principals on the videotaped interview.

Tables 6 and 7 show the relationships (for central office

administrators and principals respectively) between the separate PPI measures for each group of administrators. In the case of the central office administrators, the correlations between the assessments of self and others on the PPI are uniformly much higher than the correlations between either PPI assessment and the videotaped interview. In the case of the principals this pattern does not prevail; in fact, no clear pattern at all is in evidence.

From this data alone it is impossible to propose, with any certainty, the reasons for these discrepancies. However, two partial reasons can be suggested. The higher correlations found between the separate assessments on the PPI than those found between the PPI assessments and the videotaped interview would be expected, primarily because, as pointed out earlier, the two measures are measuring different things: specific behavior vs. summary perception. An argument could also be made that most of the "others" who completed the PPI on the principals (teachers and other principals) see only a limited portion of what the principal does, in contrast with the parallel groups of subordinates and peers of central office administrators who are more likely to be working on a daily face-to-face basis with the administrator being evaluated. Nothing in this regard can be concluded from this study, but the findings suggest some fertile directions that need further exploration.

Tables 8 and 9 show, for central office administrators and principals respectively, how each administrator's ratings on the

separate measures across the parallel skill areas correlated with each other. (One subject P5, on Table 9, did not complete the self-assessment on the PPI, and, consequently two sets of relationships are missing from the data.) Generally, correlations between the separate assessments on the PPI are higher than are those with the videotaped interview, expecially for the central office administrators. On closer examination, however, the results seem to be of limited value because of limited range within the distributions of the ratings for these excellent administrators. For instance, if one compares the scores for Principal P2 on Table 3 and Table 5, one sees sets of scores that are quite high on all measures. The common sense interpretation is that the separate measures pretty much saw the same things. Yet on Table 9 the correlations between the videotaped assessment and the PPI assessments for Principal P3 are distinctly negative -- the effect of a truncated scale. An inspection of these two tables in conjunction with Tables 2 through 5 reveals similar patterns for many of the other administrators. In fact, comparisons of Table 2 with Table 4 and Table 3 with Table 5 remove any need for looking at Table 8 and 9. Why then have they been included in this summary of findings? They have been included primarily to emphasize that if similar information is sought in a future larger study, a better way will have to be found to extract it.

Discussion

This study attempted to examine relationships between two

measures used to assess administrator performance on the Management Profile: the PPI and the videotaped interview. The greatest difficulty encountered was the fact that nearly all the administrators in this study (all from the same large suburban district) scored extremely high on both measures. While the PPI has not yet been widely used with entire school districts, the videotaped interview has been sufficiently used in other settings to demonstrate that the administrators in this study were truly an elite group. The fact that their scores showed so little variance and the fact that small numbers of administrators were involved (13 in each group) limited the usefulness of the results. Unfortunately, since the PPI had not been extensively used at the time the study was conducted, there were really no other groups available for a comparative study.

This suggests the need for future studies to explore the relationships between the two measures, and such future studies are being planned. These future studies will be facilitated by the fact that the data from the Management Profile (including both PPI and videotaped assessment results) will soon be organized through CAMAND (Computer Augmented Management Assessment and Development). This computerized data management system is now ready for pilot testing and should be ready to process all the data for the Management Profile by September 1989.

Low and negative correlations between the two measures for a single administrator will be encountered as long as these two

measurements are used. Here the problem in this study was not that the scores were uniformly high, but that the "peaks" and "valleys" in the profile were not very pronounced. The example of Principal P2 has been previously given: she showed extremely high performance on both measures, but there was little congruence in the pattern of "peaks" and "valleys" of her profiles on the two measures. This contrasts with Principal P1 whose scores on the PPI were much higher than his scores on the videotaped assessment but whose correlations between the two measures were not nearly so negative as those of P2. An examination of the scores for the administrators in this study and the videotaped assessment scores for approximately 100 other administrators reveals that most administrators demonstrate relatively uniform levels of performance; most do not have ranges greater than 3. Whether the administrator is weak (and his/her scores range from 1 to 3) or is extremely strong (and his/her scores range from 5 to 7), the relatively uniform pattern predominates.

The results of this study can also be seen as reinforcing what has been noted by those who have worked with both measures: the PPI and the videotaped assessment measure different things, as indeed they were designed to do. As mentioned earlier, the PPI identifies the perceptions which different audiences have of an administrator's summarized performance. The videotaped assessment examines specific performance in specified areas and assigns ratings to these. In practice with approximately fifty

administrators in the suburban district used in this study, the two measures have been extremely complementary in providing insights on an administrator's performance. It should be remembered that the Management Profile has two related purposes: (1) the diagnosis of an administrator's effectiveness in relation to the various functions and roles associated with the managemnt of schools; (2) the establishment of an individulized plan of professional development for the administrator whose skills have been diagnosed. The use of the two measures has given administrator and assessor a basis for productive dialogue and significant professional development.

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FUNCTIONS AND ROLES OF THE MANAGEMENT PROFILE

Managerial Functions

The managerial functions are those activities in which managers engage in their daily operating roles.

Administration: This function refers to the many activities required of a principal by orgainizational rules and regulations. The filling out of forms, the scheduling or coordinating of specific events, the specification of various topics by memo, the response to requests in the administrative sense, are all examples of such activities. Included in this function is also the skill of dealing with or reacting to the information, requests, and demands coming across the principal's desk continuously.

Technical Professional Interaction: This function can best be thought of as expertise or knowledge in some area of content. Although the principal may not be the most competent in the school in any specific area of content, he/she must have a level of expertise that enables him/her to be seen as a person who has the necessary credentials, including education and experience, and is preceived in the school as one who could perform effectively as a classroom teacher.

Influence and Control: This managerial dimension involves exerting direct influence over others. As the one formally at the head of the school, the principal states the goal and indicates the person responsible for accomplishing it. As the person in authority, the principal does not need to justify actions or the purpose of why a particular action is desired. Related to this is influencing others from a position of recognized authority. Although this influence might be participative, rather than in a direct manner, the principal is still using organizational authority to accomplish a job.

Persuasion: The principal serves as a spokesperson for the school. In performing this function, the principal "sells" the school to the superintendent and board, parents, the community, and other professionals. In addition, the principal persuades teachers and school staff to follow the district's and the school's goals. A related activity is the quest for talent and the recruitment of teachers in the sense of selling the school as a good place to work. In essence, this function may be summarized as one ofconvincing others by words or actions to accept or act in harmony with the principal's wishes.

Training and Development: This function has two facets to it. One might be labeled the formal organizational training and development program and the other, the principal's faculty and staff developmental efforts. The former is usually dictated by state mandate and district policy and is more structured and less variable in nature in that training courses are specified and structured by such criteria as subject area, grade level taught, etc. The less formal staff development performed by the principal is usually tailored to each member of the faculty and staff and reflects the principal's own style and personality. Training and development are, in short, a combination of organization training and personal experience provided or shaped by the principal.

Forecasting and Planning: The principal sustains a vision for the school and projects its path into the future. This function is evidenced by the principal's actions in structuring future activities that will alter personnel relationships, the nature of work required, and the procedures for doing so. The principal must specify goals, objectives, paths, and milestones and must plan for strategies to meet them. Above all, the principal must define the group's worth in future activities.

Leadership Roles

The factors embodied in this dimension are interwoven throughout the managerial functions. Although defined, each of these relational factors are only observable within the specific managerial functions.

Motivator: This factor is best defined as arousal or energizing. The principal establishes a pace and engenders enthusiasm. The target is moved to action. The target feels a necessity to become involved. It should be noted that nothing about the direction of the target's activity is mentioned. The motivational aspect of the principal's role is to excite and arouse. It implies nothing about direction--that comes with the director classification.

Director: The principal is the goal setter and definer of direction. The direction or goal, as set in the director dimension, can appear within any of the managerial functions. Thus, the principal can set a technical goal, a direction in planning, or an aim in training and development. The managerial functions are simply defined as activities that operationalize the director factor. Thus, the use of the reward system to achieve a goal, or the ordering of a specific act, is to play out a management function to accomplish an end that was set within the director role.

Evaluator: The principal is a combination of sensor and assessor. The principal scans information on people, resources, influence strategies, avenues of action, and policies and makes appraisals of them in relation to the operation of the school.

The Management Profile

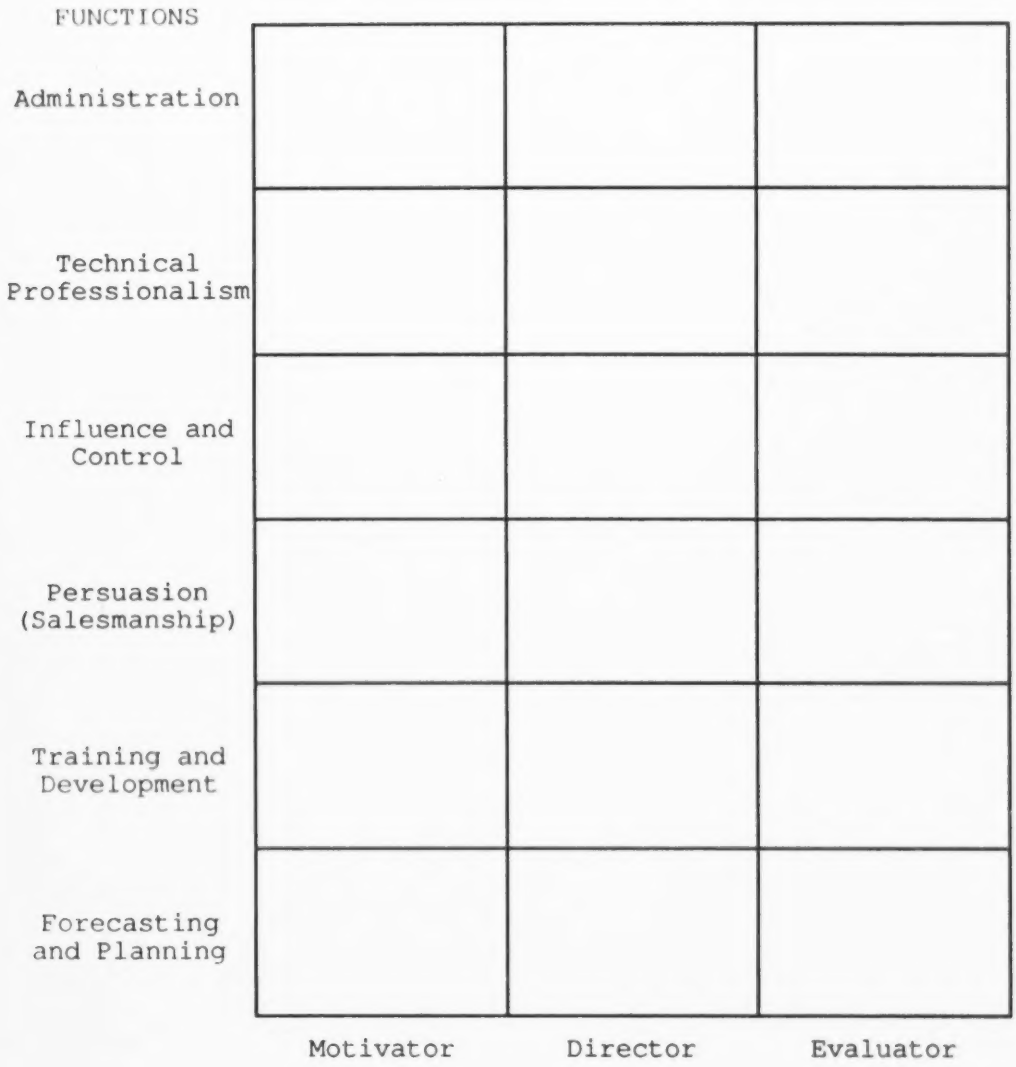

FIGURE 1

Table 2

Central Office Administrator
Videotape Assessment Results

Rating Scale 1 2 3 4 5 6 7
Low Average High

	FUNCTIONS						ROLES		
Subject	Admin.	Tech./ Prof.	Infl./ Control	Persuas.	Trng./ Devel.	Forecast./ Plan.	Motiv.	Direct.	Eval.
CO 1	5.0	6.0	6.0	6.0	5.0	5.0	6.0	7.0	5.0
CO 2	6.0	5.5	6.0	7.0	6.0	7.0	6.0	7.0	6.0
CO 3	6.0	6.0	6.0	5.0	6.0	6.0	6.0	7.0	6.0
CO 4	6.0	7.0	6.5	6.0	5.0	6.5	5.0	6.0	5.0
CO 5	5.0	6.0	7.0	5.0	6.0	6.0	6.0	6.0	6.0
CO 6	4.0	6.0	6.0	5.0	4.0	5.0	7.0	5.0	5.0
CO 7	5.0	7.0	5.0	6.0	3.0	4.0	6.0	5.0	5.0
CO 8	6.0	5.5	6.0	5.0	6.0	5.0	6.0	5.0	6.0
CO 9	6.0	6.0	6.0	7.0	5.0	6.0	6.0	5.0	6.0
CO 10	6.5	5.0	6.0	5.7	6.0	5.0	6.0	6.0	6.0
CO 11	6.0	6.0	6.0	5.0	4.0	5.0	5.0	6.0	5.0
CO 12	5.0	6.0	5.0	6.0	5.0	5.0	6.0	5.0	6.0
CO 13	6.0	5.0	6.0	5.0	5.0	5.0	6.0	6.0	4.0
$\bar{x}$	5.6	5.9	6.0	5.7	5.1	5.4	5.9	5.8	5.5
Range	4.0-6.5	5.0-7.0	5.0-7.0	5.0-7.0	3.0-6.0	4.0-7.0	5.0-7.0	5.0-7.0	4.0-6.0
S.D.	.703	.607	.519	.745	.954	.813	.494	.801	.660

Table 3

Principals
Videotape Assessment Results

Rating Scale 1 2 3 4 5 6 7
Low Average High

	FUNCTIONS						ROLES		
Subject	Admin.	Tech./ Prof.	Infl./ Control	Persuas.	Trng./ Devel.	Forecast./ Plan.	Motiv.	Direct.	Eval.
P 1	3.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0
P 2	6.0	6.0	7.0	6.0	6.0	5.0	6.0	7.0	7.0
P 3	7.0	6.0	7.0	7.0	6.0	6.0	7.0	7.0	7.0
P 4	5.0	4.0	3.0	6.0	4.0	5.0	5.0	3.0	5.0
P 5	7.0	6.5	7.0	6.0	7.0	6.0	5.0	7.0	7.0
P 6	5.5	5.0	6.0	5.0	4.0	4.0	5.0	6.0	3.0
P 7	7.0	5.0	6.0	6.0	5.0	5.0	6.0	6.0	6.0
P 8	7.0	5.0	4.0	4.0	5.0	4.5	4.0	5.0	4.0
P 9	6.5	6.5	6.5	7.0	6.0	6.0	6.0	6.0	5.5
P 10	6.0	5.0	6.0	5.0	4.0	4.0	4.0	6.0	3.0
P 11	5.5	5.5	5.5	6.0	6.0	5.0	5.0	6.0	6.0
P 12	6.0	7.0	6.0	5.0	6.0	7.0	5.0	6.0	7.0
P 13	5.0	5.0	5.0	5.0	5.0	6.0	7.0	5.0	4.0
$\bar{x}$	5.9	5.3	5.5	5.4	5.1	5.0	5.2	5.6	5.1
Range	3.0-7.0	3.0-7.0	3.0-7.0	2.0-7.0	2.0-7.0	2.0-7.0	2.0-7.0	3.0-7.0	2.0-7.0
S.D.	1.131	1.063	1.406	1.325	1.320	1.266	1.345	1.325	1.765

Table 4

Central Office Administrators
PPI Results

Rating Scale 1 2 3 4 5 6 7
Low Average High

Subject	Personal Leadership Attributes Self	Personal Leadership Attributes Others	FUNCTIONS Admin. S	Admin. O	Technical/ Professional S	Technical/ Professional O	Influence/ Control S	Influence/ Control O	Persuasion S	Persuasion O	Training/ Development S	Training/ Development O	Forecasting Planning S	Forecasting Planning O
CO 1	6.1	6.5	6.3	6.5	6.4	6.5	6.8	6.5	6.6	6.5	6.8	6.8	6.1	6.3
CO 2	5.8	5.9	6.0	6.4	6.0	6.3	5.7	5.8	5.8	5.5	6.0	6.3	6.0	6.5
CO 3	6.4	6.6	7.0	6.9	6.7	6.8	6.2	6.7	6.7	6.6	7.0	6.9	6.8	6.9
CO 4	6.3	6.1	6.5	6.3	5.3	5.9	5.8	6.1	5.8	6.1	6.0	6.2	6.5	6.0
CO 5	5.3	5.3	5.3	5.1	5.0	5.5	5.8	5.3	5.5	5.4	5.8	5.4	5.8	5.4
CO 6	6.6	6.2	6.8	6.4	6.3	6.3	6.2	6.2	6.4	6.3	6.7	6.4	5.9	5.9
CO 7	5.1	5.6	5.3	6.1	5.4	5.5	4.8	5.6	5.1	5.6	4.8	5.5	4.0	5.4
CO 8	5.9	6.6	6.3	6.7	6.3	6.2	5.8	6.3	5.6	6.2	5.9	6.3	5.5	6.0
CO 9	6.7	6.4	7.0	6.4	6.4	6.2	6.7	6.5	6.4	6.1	6.8	6.4	6.8	6.6
CO 10	5.9	5.4	6.5	5.9	5.4	5.6	6.0	5.8	6.5	5.7	6.5	5.7	5.0	5.7
CO 11	5.7	5.9	5.8	6.3	6.0	5.3	5.2	5.8	5.3	5.7	5.4	5.7	5.5	6.1
CO 12	5.8	4.9	6.5	5.8	6.6	5.6	5.8	5.4	5.3	5.4	6.3	5.5	6.8	5.5
CO 13	5.8	5.8	5.8	5.9	5.8	5.4	5.7	5.8	5.8	5.9	5.8	6.0	5.3	6.0
$\bar{x}$	6.0	5.9	6.2	6.2	6.0	5.9	5.9	6.0	5.9	5.9	6.1	6.1	5.8	6.0
Range	5.1-6.7	4.9-6.6	5.3-7.0	5.1-6.9	5.0-6.7	5.3-6.8	4.8-6.8	5.3-6.7	5.1-6.7	5.4-6.6	4.8-7.0	5.4-6.9	4.0-6.8	5.4-6.9
S.D.	.467	.533	.569	.459	.547	.480	.537	.438	.550	.409	.629	.495	.812	.464

Table 5

Principals
PPI Results

Rating Scale 1 2 3 4 5 6 7
Low Average High

Subject	Personal Leadership Attributes		FUNCTIONS											
			Admin.		Technical/ Professional		Influence/ Control		Persuasion		Training/ Development		Forecasting Planning	
	Self	Others	S	O	S	O	S	O	S	O	S	O	S	O
P 1	5.3	5.9	5.8	6.3	4.9	5.7	4.0	5.5	4.5	5.9	5.2	6.0	4.0	5.8
P 2	6.8	6.8	6.8	6.8	6.8	6.7	6.3	6.5	6.5	6.5	6.9	6.9	7.0	6.6
P 3	7.0	6.7	6.5	6.4	6.6	6.4	7.0	6.8	6.5	6.6	6.9	6.6	6.9	6.7
P 4	6.8	5.7	7.0	5.9	6.5	5.7	6.3	5.5	6.3	5.4	6.8	5.7	6.5	5.2
P 5	NR	6.0	NR	6.2	NR	6.4	NR	5.6	NR	5.9	NR	6.4	NR	5.8
P 6	6.3	5.9	6.0	6.2	6.1	5.9	5.8	5.8	5.9	5.7	5.9	6.1	6.0	5.8
P 7	5.5	5.7	4.8	5.7	4.3	5.7	4.8	6.1	5.1	6.0	4.7	6.0	4.4	6.0
P 8	6.4	6.6	6.0	6.7	5.7	6.2	4.8	6.2	4.9	6.2	5.0	6.4	4.5	6.0
P 9	6.4	5.8	6.5	5.8	6.4	5.6	5.5	5.2	5.9	5.1	6.4	5.5	5.6	5.3
P 10	6.4	6.2	6.8	6.2	6.2	5.7	6.3	5.4	5.8	5.4	6.9	6.0	5.3	5.5
P 11	6.3	6.4	6.8	6.6	5.9	6.1	6.7	6.1	6.5	6.1	6.6	6.2	5.9	5.8
P 12	5.5	6.0	5.3	6.4	5.7	6.1	4.8	6.1	5.3	5.8	5.9	6.3	4.5	5.8
P 13	7.0	6.1	7.0	6.2	6.6	5.8	7.0	6.2	7.0	6.2	7.0	6.0	7.0	5.9
$\bar{x}$	6.3	6.1	6.3	6.3	6.0	6.0	5.8	5.9	5.9	5.9	6.2	6.2	5.6	5.9
Range	5.3-7.0	5.7-6.8	4.8-7.0	5.7-6.8	4.3-6.8	5.6-6.7	4.0-7.0	5.2-6.8	4.5-7.0	5.1-6.6	4.7-7.0	5.5-6.9	4.0-7.0	5.2-6.7
S.D.	.587	.375	.706	.331	.745	.346	.989	.468	.762	.435	.828	.369	1.094	.427

Table 6

Central Office Administrators (Group)
Relationship of Measures

	Others-Self			Others-Video			Self-Video		
Skill Area	r	r^2	df	r	r^2	df	r	r^2	df
Personal Leadership Attributes	.617	.381	11	NA	NA	NA	NA	NA	NA
Administration	.592	.350	11	.205	.042	11	.117	.014	11
Technical/ Professionalism	.672	.451	11	.048	.002	11	-.171	.029	11
Influence/ Control	.655	.430	11	.126	.016	11	.312	.097	11
Persuasion	.722	.522	11	-.203	.041	11	.072	.005	11
Training/ Development	.685	.469	11	.250	.062	11	.467	.218	11
Forecasting/ Planning	.543	.295	11	.525	.275	11	.631	.398	11

Table 7

Principals (Group)
Relationship of Measures

	Others-Self			Others-Video			Self-Video		
Skill Area	r	r^2	df	r	r^2	df	r	r^2	df
Personal Leadership Attributes	.475	.226	10	NA	NA	NA	NA	NA	NA
Administration	.232	.054	10	.014	.000	10	-.163	.027	10
Technical/ Professionalism	.370	.137	10	.473	.224	10	.351	.123	10
Influence/ Control	.330	.109	10	.396	.156	10	.371	.137	10
Persuasion	.201	.040	10	-.019	.000	10	.644	.415	10
Training/ Development	.081	.007	10	.357	.128	10	.326	.106	10
Forecasting/ Planning	.278	.077	10	.116	.013	10	.372	.139	10

Table 8

Central Office Administrators (Individual)
Relationship of Measures

Subject	Others-Self			Others-Video			Self-Video		
	r	r^2	df	r	r^2	df	r	r^2	df
CO 1	.669	.447	5	-.114	.013	4	.387	.150	4
CO 2	.873	.762	5	-.291	.084	4	-.184	.034	4
CO 3	.721	.519	5	.775	.600	4	.055	.003	4
CO 4	.559	.313	5	-.725	.525	4	-.338	.114	4
CO 5	.000	.000	5	.289	.084	4	.426	.181	4
CO 6	.854	.729	5	-.359	.129	4	-.675	.456	4
CO 7	.529	.280	5	.114	.013	4	.643	.413	4
CO 8	.596	.355	5	.717	.514	4	.597	.357	4
CO 9	.745	.555	5	-.510	.260	4	-.527	.277	4
CO 10	.334	.111	5	.839	.704	4	.857	.735	4
CO 11	.840	.706	5	.629	.395	4	.425	.180	4
CO 12	.542	.294	5	-.171	.029	4	-.366	.134	4
CO 13	.360	.129	5	.057	.003	4	.194	.037	4

Table 9

Principals (Individual)
Relationship of Measures

Subject	Others-Self			Others-Video			Self-Video		
	r	r^2	df	r	r^2	df	r	r^2	df
P 1	.805	.649	5	-.134	.018	4	.258	.066	4
P 2	.666	.444	5	-.194	.037	4	-.839	.703	4
P 3	.810	.657	5	.114	.013	4	-.324	.105	4
P 4	.736	.542	5	-.229	.052	4	.068	.005	4
P 5	NR	NR	NR	.275	.075	4	NR	NR	NR
P 6	.115	.013	5	-.017	.000	4	-.280	.079	4
P 7	.138	.019	5	-.237	.056	4	.642	.412	4
P 8	.816	.667	5	.853	.728	4	.819	.671	4
P 9	.838	.703	5	-.389	.151	4	-.154	.024	4
P 10	.716	.513	5	.067	.004	4	.333	.111	4
P 11	.622	.387	5	.621	.386	4	.727	.529	4
P 12	.500	.250	5	.018	.000	4	-.176	.031	4
P 13	.701	.491	5	-.417	.174	4	.200	.040	4

MANAGEMENT PROFILE

John R. Hoyle/David A. Erlandson

Perceived Performance Instrument (PPI)

Instructions: Respond to each item based on the skill level demonstrated by completely blacking in the appropriate number in the rating scale. Mark the item not applicable or not observed if either of these designations is appropriate.

ASSESSEE NAME: _____

DATE					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

DISTRICT CODE						BUILDING (ASSESSEE)			SOCIAL SECURITY NUMBER (ASSESSEE)									ASSESSEE TITLE		ASSESSOR RELATIONSHIP TO ASSESSEE			
												–		–									
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

PART I - PERSONAL LEADERSHIP ATTRIBUTES	LOW		AVERAGE			HIGH		NOT APPLICABLE / NOT OBSERVED
1. Demonstrates ability to laugh and appreciate good humor in other people.	1	2	3	4	5	6	7	1
2. Demonstrates ability to write.	1	2	3	4	5	6	7	1
3. Demonstrates ability to speak to a group.	1	2	3	4	5	6	7	1
4. Demonstrates ability to listen.	1	2	3	4	5	6	7	1
5. Demonstrates energy and endurance.	1	2	3	4	5	6	7	1
6. Demonstrates physical fitness and well being.	1	2	3	4	5	6	7	1
7. Demonstrates ability to stay with a task and complete it.	1	2	3	4	5	6	7	1
8. Demonstrates overall level of optimism.	1	2	3	4	5	6	7	1
9. Demonstrates ability to cope with stress and maintain poise.	1	2	3	4	5	6	7	1

PART II - MANAGERIAL FUNCTIONS

Function 1 - Persuasion	LOW		AVERAGE			HIGH		NOT APPLICABLE / NOT OBSERVED
10. Demonstrates ability to convince superiors to support his/her staff and programs.	1	2	3	4	5	6	7	1
11. Demonstrates ability to convince others in goal setting and decision making.	1	2	3	4	5	6	7	1
12. Demonstrates ability to persuade others to accept and cope with controversy and to mediate conflict among staff, parents and students.	1	2	3	4	5	6	7	1
13. Demonstrates ability to use two-way communication skills between the school and the community.	1	2	3	4	5	6	7	1

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FEED THIS DIRECTION
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Perceived Performance Instrument (PPI)

Instructions: Respond to each item based on the skill level demonstrated by completely blacking in the appropriate number in the rating scale. Mark the item not applicable or not observed if either of these designations is appropriate.

ASSESSEE NAME _____

ASSESSEE SOCIAL SECURITY NUMBER (ASSESSEE)								
			–		–			
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

Function 2 - Influence/Control	LOW		AVERAGE			HIGH		NOT APPLICABLE / NOT OBSERVED
14. Demonstrates ability to bring diverse groups together for a common purpose	1	2	3	4	5	6	7	1
15. Demonstrates ability to identify and use politically powerful groups and individuals to accomplish school goals	1	2	3	4	5	6	7	1
16. Demonstrates ability to use the authority of his/her office to accomplish tasks	1	2	3	4	5	6	7	1
17. Demonstrates ability to influence faculty and staff to work toward a common goal	1	2	3	4	5	6	7	1

Function 3 - Technical/Professional Function	LOW		AVERAGE			HIGH		NOT APPLICABLE / NOT OBSERVED
18. Demonstrates knowledge of curriculum and strategies of curriculum design	1	2	3	4	5	6	7	1
19. Demonstrates knowledge of the leading teaching strategies and learning theories	1	2	3	4	5	6	7	1
20. Demonstrates ability to help staff in assessing student achievement by alternative strategies	1	2	3	4	5	6	7	1
21. Demonstrates ability to assist staff in maintaining a safe, orderly, productive work place for learners	1	2	3	4	5	6	7	1
22. Demonstrates ability to plan budgets and manage school's financial operations	1	2	3	4	5	6	7	1
23. Demonstrates level of knowledge of state and federal school laws impacting school operations	1	2	3	4	5	6	7	1
24. Demonstrates working knowledge of extracurricular programs' activities, rules and regulations	1	2	3	4	5	6	7	1
25. Demonstrates knowledge of school auxiliary services (such as food service, transportation, facility maintenance, cafeteria, etc.)	1	2	3	4	5	6	7	1

Function 4 - Staff Evaluation and Development	LOW		AVERAGE			HIGH		NOT APPLICABLE / NOT OBSERVED
26. Demonstrates ability to evaluate subordinate performance	1	2	3	4	5	6	7	1
27. Demonstrates ability to help subordinates improve performance	1	2	3	4	5	6	7	1
28. Demonstrates ability to build relevant staff development programs	1	2	3	4	5	6	7	1
29. Demonstrates ability to assist staff members in building individual growth plans	1	2	3	4	5	6	7	1

Function 5 - Administration	LOW		AVERAGE			HIGH		NOT APPLICABLE / NOT OBSERVED
30. Demonstrates ability to handle day-to-day requests, demands and administrative detail	1	2	3	4	5	6	7	1
31. Demonstrates ability to prioritize management tasks	1	2	3	4	5	6	7	1
32. Demonstrates ability to delegate authority and use subordinates to complete tasks	1	2	3	4	5	6	7	1
33. Demonstrates ability to establish and maintain effective records	1	2	3	4	5	6	7	1

Function 6 - Forecasting/Future Planning	LOW		AVERAGE			HIGH		NOT APPLICABLE / NOT OBSERVED
34. Demonstrates ability to conduct strategic and operational planning activities	1	2	3	4	5	6	7	1
35. Demonstrates knowledge of planning techniques and strategies	1	2	3	4	5	6	7	1
36. Demonstrates ability to envision and design alternative school futures processes	1	2	3	4	5	6	7	1
37. Demonstrates ability to construct creative, practical plans for school operations	1	2	3	4	5	6	7	1

FEED THIS DIRECTION